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through the use of pictures. The text is profusely illustrated with such pictures as Tadema's "Reading from Homer" and Miller's "The Boyhood of Raleigh." Under a teacher of broad experience in art and literature, the pictures offer an unusual opportunity to emphasize the influence of the fine arts upon civilization. Half of each lesson-plan is vocational in intention. Drill concerns itself with rhetorical principles, and the lesson assignments bend the oral and written compositions toward a consideration of industry, of professions, and of business usage.

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LEWIS AND HOSIC. *Practical English for High Schools*. New York: American Book Co.

Indicative of the modern spirit in teaching, *Practical English for High Schools* introduces, under a new garb, vital principles for pupils' oral and written expression, such as journalism and bibliography, the use of facsimile copies of letters, letterheads, etc. The tactful introduction of etymology, though not named as such, makes a strong appeal to a progressive teacher, as does also the way in which rhetorical matter and grammar review are included. Furthermore, instead of the stereotyped chapter headings—"Punctuation" and "Letter Writing," for example, the authors use such headings as "Helping the Eyes," and "Visiting by Mail," which are unique in their attraction for youths. Purposeful practice is given in every subject and illustrations are chosen from the standard authors that children are most likely to know. There is good judgment in the classification and reorganization of the subject-matter as a whole.

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OPDYCKE, JOHN B. *Working Composition*. Boston: D. C. Heath & Co.

The aim of *Working Composition*, as stated by the author, is to connect composition with life and work and human experience. He has almost completely separated composition from the study of literature. The most suitable place in which this book could be used is a business college. The topics are, with a few exceptions, those which would appeal to boys alone. This book, in the hands of an efficient teacher, will suggest devices to arouse and maintain the interest of his class. The mass of material presented makes the textbook somewhat unwieldy.

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HALL, J. LESSLIE. *English Usage*. Chicago: Scott, Foresman & Co.

If it is true that "long usage is the highest of linguistic authorities," Hall has made a real contribution in his book entitled *English Usage*. He covers a wide range of questionable expressions and sets before us references and examples both "pro" and "con." Even though decisions are given concerning very few of the expressions, the reader being left to his own judgment, value